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ABSTRACT

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "Steps Toward Effective Bilingualism," "A 'Used' Teacher's View of New Language Arts Materials," "Rich Resources for Reading," and "Tidbits to Turn On Science Students and Teachers." Book reviews and a list of recommended reading materials are included. Appended is a list of distributors of educational materials in Spanish and Portuguese. Some of the articles appear both in Spanish and Portuguese. (SK)

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE--BICULTURAL•

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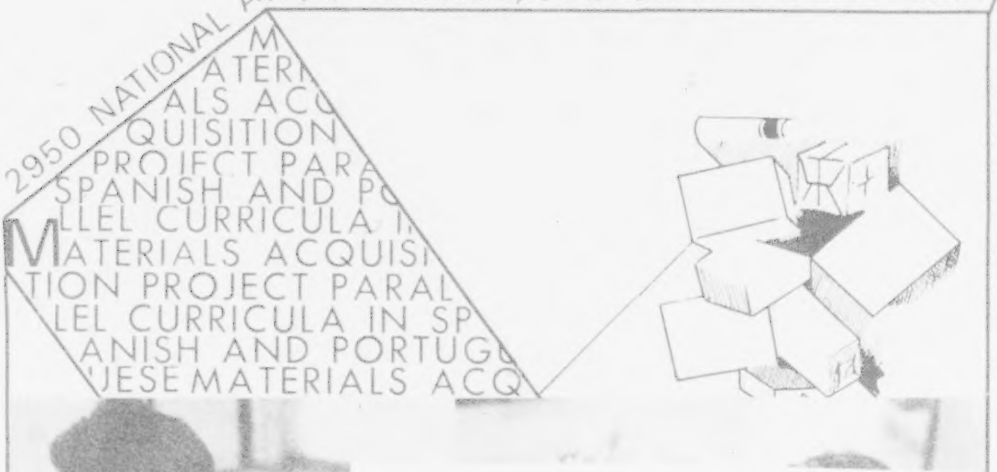

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL

Materials Acquisition Project
Parallel Curricula in Spanish and Portuguese
2950 National Avenue
San Diego, California 92113 (714) 232-6864

Rafael M. Fernández
Director

Ann Kern
Editorial Coordinator

Frances López Beckers
Parallel Curricula Coordinator

Helen E. Díaz
Field-Testing Coordinator

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About Our Authors

EDWARD ACEVES is Coordinator of the Teacher Corps Program sponsored by San Diego City Schools and San Diego State University. He comes from a bilingual family in Calexico, California, and he holds a B.A. in Social Science and an M.A. in Education from San Diego State. He taught bilingual upper elementary classes at Brooklyn School, San Diego, for two years, after which he was appointed a Teacher-Writer, then Community Relations Coordinator, for the Title III ESL/Bilingual Project. At this time he was a principal character and puppeteer on the KPBS program, "Avenida de Inglés." Last year he was a Teacher Corps Team Leader at Vasco de Nuñez Balboa Elementary School. He is President of the San Diego Chapter of the Association of Mexican American Educators, an organization which he has previously served as Vice-President and Program Chairman.

MARIA GARCIA is a Teacher Corps Intern in a second-grade classroom at James Russell Lowell Elementary School, San Diego. She has done a great deal of curriculum writing regarding cultural relevance for San Diego City Schools. A past member of the Board of the Chicano Federation of San Diego County and a present member of that organization's Education Committee, she serves on the Advisory Boards of La Raza Consortium, Materials Acquisition Project, and Project CAN BBE.

MARGO TAYLOR is ESL Specialist at John J. Montgomery Elementary School, Chula Vista, California. Born Margo de la Colina in New York City (in the same Bronx hospital as Barbra Streisand), where her father was Mexico's Ambassador to the United Nations, she was a monolingual Spanish-speaker until about age five. She earned a B.A. degree in Pre-med Zoology at San Diego State University and an M.A. degree in Education at United States International University, San Diego. She has held her present position for a year. She will be Detail Chairman for the Title I Conference at the Town & Country Convention Center, March 11-13, 1973.

Pasos Hacia El Bilingüismo Efectivo

Por Rafael M. Fernández

La educación bilingüe-bicultural no será una plena realidad en el país hasta que:

sea obligatoria para todos los estudiantes cuyo primer lenguaje no es el inglés;

los distritos escolares la patrocinen con fondos adecuados;

las escuelas superiores se dediquen al entrenamiento de maestras y maestros especializados en ella;

incorpore las teorías y los métodos de educación más avanzados;

el público en general comprenda sus propósitos y sus ventajas;

la comunidad tome parte activa en ella;

los estudiantes angloparlantes participen en ella (cuando se hayan incluído en ella a todos los estudiantes cuyo primer lenguaje no es el inglés);

se hayan creado para todos los niveles escolares materiales relacionados directamente a los requisitos culturales y de lenguaje de las distintas poblaciones estudiantiles cuyo lenguaje materno no es el inglés.

Hoy en día no basta con explicarles a los que aún se oponen a la educación bilingüe-bicultural lo difícil que es aprender todas las materias en un idioma extraño al mismo tiempo que se hacen esfuerzos por aprender ese idioma. No basta con detallar los casos de estudiantes que dejan las escuelas sin graduarse, ni relatar los daños que sufren. No basta con hacer referencia a los descubrimientos de la linguística y la psicología que indican que la negación del idioma materno es la negación del indivíduo y su cultura. Hoy en día es preciso declarar la verdad:

Steps Toward Effective Bilingualism

By Rafael M. Fernández

Bilingual-bicultural education will not be a complete reality in this country until:

it is compulsory for all students whose primary language is not English;

school districts support it with sufficient funds;

colleges and universities are committed to the training of teachers specializing in it;

it includes the most advanced educational theories and methods;

the general public understands its purposes and its advantages;

the community takes an active part in it;

English-speaking students participate in it (when all students whose primary language is not English have been encompassed by it);

materials have been created for all school levels, directly related to the cultural and linguistic requirements of the different student populations whose mother tongue is not English.

Nowadays it is not enough to explain to those who are still opposed to bilingual-bicultural education, the difficulty of learning all subjects in a strange language at the same time that efforts are being made to learn that language. It is not enough to report in detail the cases of students who drop out without graduating, to relate the damage that they endure. It is not enough to make reference to the research of

que el requerir categóricamente que no se use el idioma materno es ser barbárico. Y requerir que se use sólo transitoriamente para facilitar el aprendizaje del inglés resulta en efecto lo mismo: un acto barbárico de mutilación.

Nosotros no estamos quitándole nada al país; estamos tratando de añadir algo bueno que es indispensable. El bilingüismo efectivo, que incluye el aprecio de culturas distintas, es unificador a la vez que permite la identificación propia y el amor propio. Queremos hacer en verdad operativa una democracia pluralística unificada.

Ya hemos empezado, aunque lo que vamos ganando lo ganamos con dificultad.

Requerir categóricamente que no se use el idioma materno es ser barbárico.

Por lo que se refiere a materiales de enseñanza no escritos en inglés, cada empresa pública y privada dedicada a producirlos o a reunirlos y distribuirlos debe ser considerada como parte de un fondo general. De ese fondo las maestras y los maestros deben escoger los materiales más directamente relacionados a los requisitos culturales y de lenguaje de sus estudiantes. Hay ya materiales válidos para los hispanoparlantes.

La validez de estos materiales es relativa. Los de MAP, ya hemos comentado, tienen validez porque están escritos en español y presentan puntos de vista hispanos, y además, porque muchos de ellos siguen formatos de acuerdo con las más recientes teorías y métodos de educación y porque son atractivos.

Ahora bien, hay proyectos que están intensamente dedicados a la producción de materiales que toman en cuenta la historia, la cul-

linguistics and psychology that indicates that rejection of the mother tongue is rejection of the individual and his culture. Nowadays it is necessary to state the truth: to require categorically that the mother tongue not be used is to be barbaric. To require that it be used only transitorily to facilitate the learning of English results in the same effect: a barbaric act of mutilation.

We are not taking anything away from the country; we are trying to add something good that is indispensable. We are seeking to make a unified pluralistic democracy operative.

And we are on our way. We have begun, although what we have gained we have gained with difficulty.

In regard to educational materials not written in English, each public and private endeavor committed to their production or collection and distribution should be considered as part of a general fund. From that fund teachers should select the materials most directly related to the cultural and linguistic requirements of their students. Valid materials are already available for the Spanish-speaking.

To require categorically that the mother tongue not be used is to be barbaric.

The validity of these materials is relative. MAP's, we have already remarked, have validity because they are written in Spanish and present Hispanic viewpoints and, besides, because many of them follow formats in accord with current educational theories and methods and are attractive.

At the moment there are projects intensively committed to the production of materials that take into

SCDC

tura y el dialecto de cada una de las tres principales poblaciones hispanoparlantes: la chicana, la cubana y la puertorriqueña. Estos proyectos son el Spanish Curricula Development Center (SCDC) de Miami, Florida, y Curriculum Adaptation Network for Bilingual-Bicultural Education (CANBBE) de San Antonio, Texas; San Diego, California; Milwaukee, Wisconsin; y Nueva York, Nueva York.

Los dos proyectos están preparando conjuntos de materiales para los niveles 1 al 3. Se producen primero en SCDC en una versión general, a la cual CANBBE le da orientaciones específicas. CANBBE no sólo hace revisiones del contenido, sino que añade cuentos, historia, arte, música y demás elementos culturales que considera pertinentes.

Estos materiales están en gran parte terminados y se están haciendo pruebas de uso actual en un número de clases bilingües y biculturales. Cuando estén completamente terminados y probados se harán planes para su distribución.

La dirección de SCDC es 1420 Washington Avenue, Miami Beach, Florida 33139. La dirección de la oficina central de CANBBE es 419 South Main Avenue, Room 203, San Antonio, Texas 78204.

MAP tiene la fortuna de estar lindado con CANBBE de San Diego. Ocupamos el mismo edificio. El Sr. Leonardo Fierro es Director de CANBBE para el occidente lejano.

account the history, the culture, and the dialect of each of the three principal Spanish-speaking populations--the Chicano, the Cuban, and the Puerto Rican. These projects are the Spanish Curricula Development Center (SCDC) of Miami, Florida, and the Curriculum Adaptation Network for Bilingual-Bicultural Education (CANBBE) of San Antonio, Texas; San Diego, California; Milwaukee, Wisconsin; and New York, New York.

The two projects are preparing sets of materials for the first through third grades. They are produced first at SCDC in a general version, to which CANBBE gives specific orientations. CANBBE not only makes revisions in content, but adds stories, history, art, music, and other cultural elements considered pertinent.

These materials are, for the most part, finished and are being field-tested in a number of bilingual-bicultural classes. When they are completely finished and field-tested, plans will be made for their distribution.

The SCDC address is 1420 Washington Avenue, Miami Beach, Florida 33139. The CANBBE central office address is 419 South Main Avenue, Room 203, San Antonio, Texas 78204.

MAP has the fortune of being adjoined with CANBBE of San Diego. We occupy the same building. Mr. Leonard Fierro is Director of CAN BBE for the Far West.

CANBBE

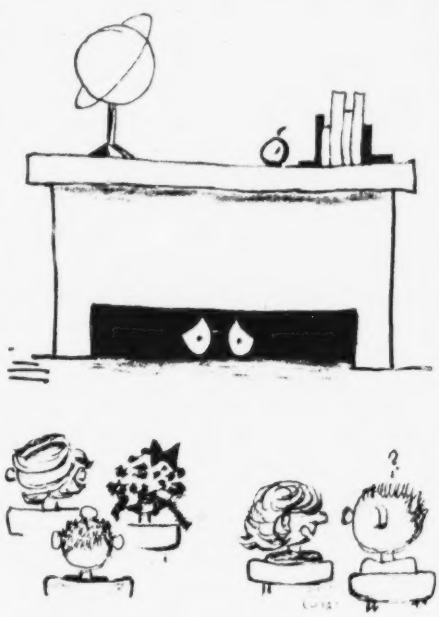
A "Used" Teacher's View Of New Language Arts Materials

By Margo Taylor

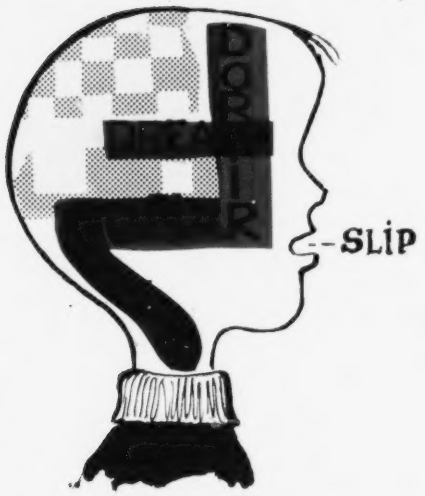
I survived my first year of teaching through a combination of ignorance, unadulterated fear, and a magnificent smokescreen of pseudo-wisdom. Aside from these more outstanding attributes, there was also the single factor of sheer good luck. If it hasn't been too long since your first year of teaching, perhaps you can identify with that miserable creature called a first-year teacher. I have a feeling the worst is over, though, because just before school ended I overheard one of my students respond to the question, "Is she a new teacher?" with, "Oh, no, she's used."

One of the things I have learned is that foremost among the best tools any teacher can use is a good textbook. In my teaching specialty of bilingual language arts there is a great demand for suitable materials in Spanish at the elementary school level. Unfortunately, many individuals choose bad materials because they are not aware that there are better books available.

One of the best books in the field of Spanish language arts for fourth graders is one written by Dra. Delia Díaz de Villar entitled Lengua Española 4 (Guatemala: Cultural Centroamericana, 1970). Its price is $2.70. Good paper, large print, and colorful illustrations make this large 8" X 10" paperback very appealing to children and teachers. Color fascinates me, and it usually captures a child's attention, too. To further aid the teacher, rules of grammar are enclosed in yellow rectangles, and major points are emphasized in red print. This is especially helpful to me, as I can easily point them out across the classroom. Each lesson includes an abundance of examples and written exercises. Included are short stories and fables followed by objective questions, conjugations, crossword puzzles, and poetry. There are some good charts, and very interesting use is made of little elves holding up Si, No, and Siempre signs pertaining to use of punctuation. Reviews of past lessons are presented at regular intervals to help you gauge the child's progress, and perhaps vice versa. Some of the main lessons presented are accents, punctuation, parts of speech, verb forms, syllabication, derivatives, synonyms, antonyms, and letter writing.



There is an accompanying teacher's manual which provides instructions for each lesson. Its price is $1.80. The format is the well-known lesson plan, e.g., objetivos, actividades iniciales, desarrollo de la clase, aplicación, evaluación. The orientation is very much geared to the ultra-traditional classroom, including much use of choral response, but there are some good suggestions offered which could provide you with a catalyst for your own lesson presentation.

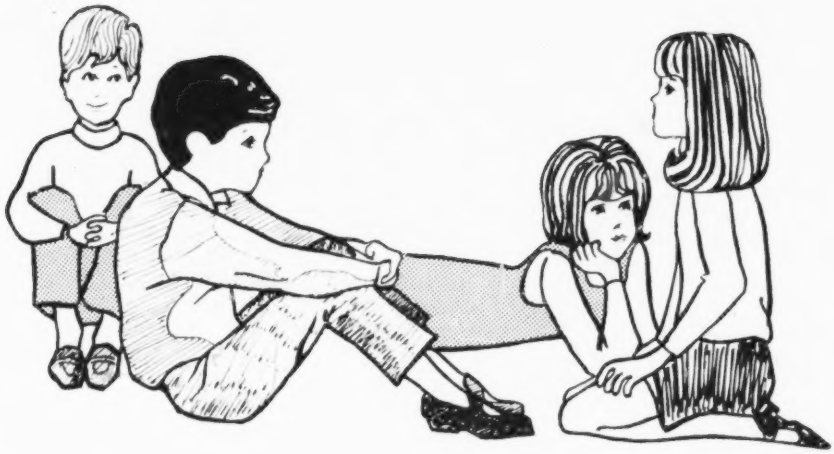


"I can't read, I can't write, and the teacher won't let me talk."

A friend of mine recently related to me the story of her scholastically slow young son, who one day came home and told her, "I can't read, I can't write, and the teacher won't let me talk." I can't imagine any deeper frustration than being prohibited from expressing yourself. In fact, if there is one overriding reason for me to like any textbook, it's that it provides for the child's oral expression. That's precisely why I like the textbook Arboleda, Cuarto Curso (Madrid: Santillana, 1969). Its price is $ .63. The book is divided into 30 units, each of which is prefaced with an interesting and colorful illustration, followed by key questions related to it. I would introduce the new lesson by asking these questions to stimulate discussion and in this manner bring out the major points, but, of course, they can be answered in writing, too.

Instructions are color-coded: guidelines are printed within thick, eye-catching orange arrows; rules are outlined in green; and sub-categories are preceded by blue asterisks. Good use is made of multi-colored print to emphasize words and phrases. This 7 1/2" X 10 1/2" paperback uses good paper, and colorful drawings help to illustrate examples of each particular lesson. I have already expressed my penchant for color, as I feel that it has a great deal to do with attracting and keeping a child's attention.

The book is well-organized and has an index. Major lessons include those on sentence structure, suffixes and prefixes, syllabication, adjectives, verb conjugations, and morphological analyses. It has been brought to my attention that a good indicator of a child's success in school is his command of oral language. It makes a lot of sense to work on teaching a child to speak well before trying to teach him how to read well; otherwise it's like putting the cart before the horse. Any good language arts textbook should, I think, have this in mind. An example of such a book is one written by María and Dolores Osuna and Carmen Pascual entitled El Mundo de Las Palabras, 4° Curso (Salamanca: Anaya, 1969). Its price is $2.25. This paperback, 7 1/2" X 10", has fairly good paper and a



There are abundant colorful illustrations using attractive comic-book-style art.

detailed index which I found quite helpful. Each of the 38 lessons presented is divided into four and sometimes five categories; these are: grammar; written and oral exercises; vocabulary; conversation; and, about every other lesson, recitation.

Illustrations are in color, and red blocks enclose rules of grammar. Instructions are given in blue print, which makes them easily identifiable. There are varied types of print, with italics being used to indicate special points. Major lesson emphasis is placed on parts of speech, formation of plurals, and gender. The last unit presents a detailed schematic diagram of the conjugation of three regular verbs and is very useful as a quick reference.

I have found that each child differs in his language background experience. In my class this past year I had a little girl from Puerto Rico who used a lot of Spanish words that the other kids hadn't heard before. By the end of the year many of the kids had learned more than one word for many objects. Vocabulary expansion was not my original intention, yet we all found that communication had been greatly enhanced by it. A good vocabulary can be the precursor to success in reading and enjoyment of literature. A language arts textbook with these ends in mind is one written by Carlos Medellín and Javier González entitled Tu Idioma, Cuarto Primaria (Bogotá: Cultural Colombiana, 1970). This large, 8" X 10 1/2" paperback is divided into 20 weekly lessons, but I could never hope to cover the entire contents in that time span; they don't call me tortuga for nothing. I was very happily surprised to find a highly detailed five-page index. The book is a truly comprehensive language book, as its major content areas include reading, spelling, composition, penmanship, vocabulary, dictation, and grammar. It's in the form of a workbook with written exercises on almost every page.

There are abundant colorful illustrations using attractive comic-book-style art, and this is particularly appealing to children in the nine- to 10-year-old group and teachers in the 25- to 30-year-old group. Other interesting facets of this book include creative language games, newspaper and dictionary work, and excerpts from famous Spanish literature.

When a child can express his thoughts and feelings in his own native language, he becomes his own man. If I can say I've taken part in that process, only then will I feel pride in my ability as a teacher.

When a child can express his thoughts and feelings in his own native language, he becomes his own man.

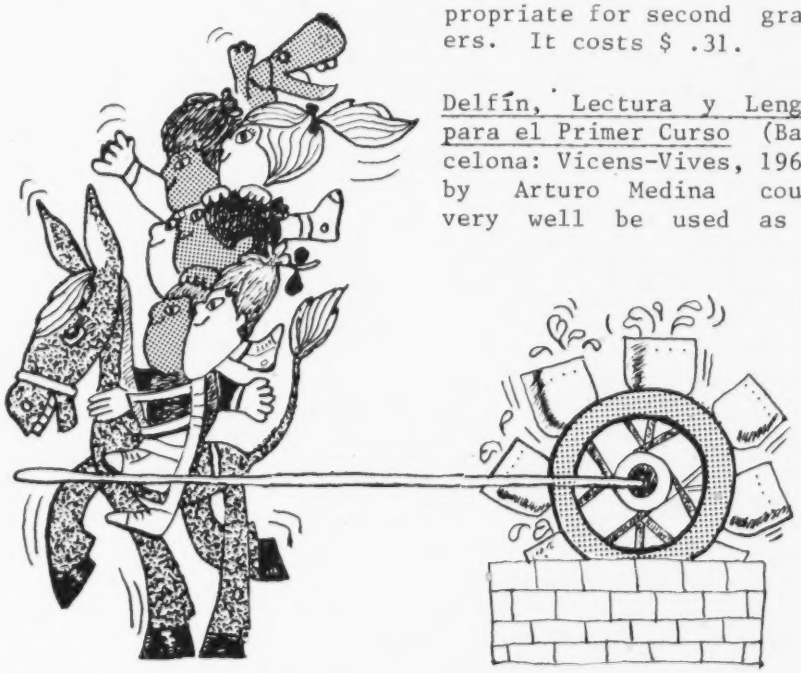
Rich Resources For Reading

By María García

The reading material found among first-grade readers in the MAP collection offers a rich variety. In order for each teacher to utilize this vast resource fully she should visit MAP and familiarize herself with this excellent collection. This article will attempt to assist the classroom teacher with some of the material she may wish to use in a bilingual classroom. Though the reading material does not lend itself specifically to the culture of the Chicano, it does meet the needs for reading material in Spanish.

The books may be used in several ways. One of these is the traditional reading method in which each child reads the same book and answers either the teacher's questions or questions from a workbook. Another way is to use them as resource books for the teacher or resource/library books for the student. Many have poems, short stories, and rhymes that will help the teacher.

An excellent example of a traditional reading book is La Familia y Sus Amigos (Guatemala: Colegio Americano, 1964). This may be at the first-grade second-semester level or at the second-grade first-semester level. It is similar to many of our first-grade readers. Some of the similarities are that the story deals with the life style of a family (mother, father, three children, and a dog and cat). Pages are printed like those in reading books published in this country, with colored pictures at the top of the page. Because of this similarity it may be considered for use immediately prior to transition from books printed in Spanish to books printed in English. If transition is to come in the first grade, there is a corresponding workbook and a teacher guide. The text costs $1.25; the workbook, $ .65; and the guide, $1.00.



A Leer (Zaragoza: Luis Vives, 1967), a book from Spain, offers a teacher a resource for her daily activities. The following explanation is an example of some of the material: --Comienza el año en Enero, Febrerito es chiquitín, Marzo, el ventoso, le sigue, ya no hace frío en Abril.-- There are some short one-page stories of fall and summer and of the month of May, and poems about mother. This book would definitely prove a great deal of help to the classroom teacher.

Enrique y Lucila (Lima: Iberia, n.d.) is the standard reader dealing with a variety of topics. The book itself is divided into five sections: "La Escuela," "El Hogar," "La Localidad," and "La Naturaleza." Stories are provided under each section.

Though this book is supposedly for first graders, it would no doubt be more appropriate for second graders. It costs $ .31.

Delfín, Lectura y Lengua para el Primer Curso (Barcelona: Vicens-Vives, 1966) by Arturo Medina could very well be used as a reader, but its real wealth is that of teacher resource book. The content includes some short stories. There

is little doubt that one of its best contributions is its tonguetwisters. The following is an example of such a tonguetwister: --Una pala en la pila. Pala, pila en la pila una pala. ¡Pila pala!-- In either language tonguetwisters usually prove enjoyable for children. Because of this, teachers of Spanish to English-speakers also may wish to use this book. Its price is unavailable.

Among the items in the MAP collection there is also a three-book series that could be used in a traditional way or would be very enjoyable as part of a classroom library. These books are El Molino, Texto de Lectura No. 1, La Piragua, Texto de Lectura No. 2, and La Noria, Texto de Lectura No. 3 (Madrid: Santillana, 1970). All three are beautifully illustrated in bright colors and very modern motifs. Each book costs $1.75. The first book deals primarily with sounds, with only a simple word or two being used. The second and third books could be used in a reading circle situation. If, due to a shortage of funds, these books cannot be purchased as reading texts, a set for the classroom library would definitely prove a great asset.

There are two reader-workbook combinations that would prove helpful. The books, Mundo Nuevo (Lecturas) Libro de Trabajo I y II (Salamanca: Anaya, 1971), are short stories with a series of questions at the end of each. The first book could be used once a child has learned to recognize the letters in Spanish and has had some reading experience. These books are also colorful and cost $ .77 apiece.

Mi Cuaderno de Actividades (México: Grijalbo, 1969) would be good to use either in an activity corner or as a seat workbook. There is one slight problem: the book is in both cursive and manuscript writing. Fortunately the manuscript activities are limited. At first the book is very simple and may be used to reenforce reading readiness through both pictures and words. It costs $ .85. Another book that falls into the same category is Cuaderno Guía de Lectura y Escritura (Lima: Iberia, n.d.). Here again there are both cursive and manuscript writing. There is, however, the advantage of a large selection, dealing with consonant-vowel blends. A teacher may wish to purchase this book to assist her in making charts with various blends. It costs $ .40. Coquito (Lima: Iberia, n.d.) is another book that may be used to assist the teacher in making reading charts. It costs $ .50.

Mi Escuela (Guatemala: Cultural Centroamericana, n.d.) is certainly one of the best books in both appearance and story content. It has a hard cover, color illustrations, and clear print. More important than the physical appearance of this book is its content, which can best be explained by the titles of its various sections: "Los niños estudian y juegan," "Días felices," "Lo que vemos en el campo," and "Cuentos de animales y plantas," to name only a few. It offers rich and diversified reading experiences and is sure to be enjoyed by the student. It costs $2.95

Tidbits To Turn On Science Students And Teachers

By Edward Aceves

On the ensuing pages this writer has attempted to compile some informative tidbits for the teacher of science in Spanish. Many books were perused which might prove useful in a science class for the fourth-grade level. Those things looked for in the books were as follows. Would a fourth-grade child be turned on, motivated, or whatever, with the book? How useful are the illustrations, and are they appealing? Can the teacher use this book with ease? Some books I have come across in classrooms I would recommend quite highly to insomniacs--guaranteed to have the student asleep before the third page.

The following books on the natural sciences, which will be discussed, were four which I felt fill the bill. Three of the books mentioned could be used as texts, while the fourth could be used as an expendable workbook (along with either of the mentioned texts or by itself). The three texts are organized much the same way. Any differences of importance will be discussed.

Many would-be science teachers are turned off because of the pre-lesson task of organizing and finding all the necessary utensils, objects, and other paraphernalia needed for conducting a science lesson. Many have visions of setting themselves up in a Dr. Frankenstein atmosphere prior to conducting demonstration lessons. The books I am about to describe will assist the teacher in solving such problems.

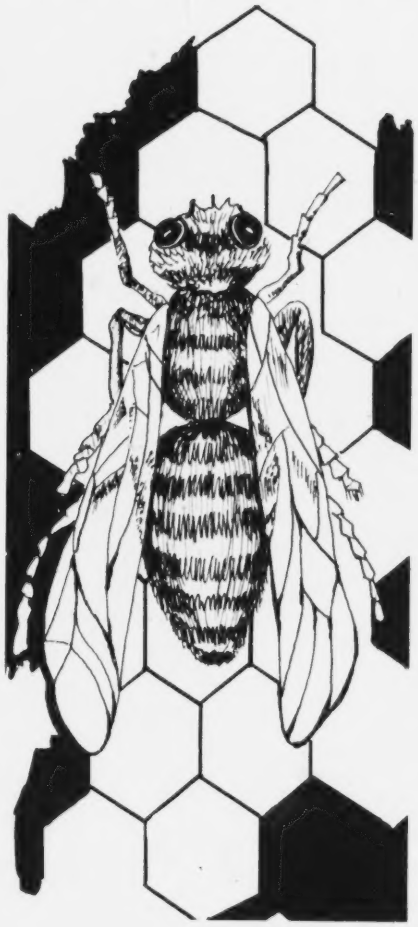
I have attempted to divide the first book into sections which could very easily be extracted and taught in small units by themselves. In this way a teacher could pick and choose according to his or her needs. The other two texts and one workbook are divided up pretty much the same. The order in which the texts are mentioned is not necessarily the rank in which I would put them. Each has different strengths. You, the teacher, must make the final decision.

In the text Ciencias Naturales 3° y 4° Grados (Tenerife: Atlanta, 1964) by Társila Sicilia Hernández ($.) one is immediately attracted by the colorful cover (as with the other two also). It's so appealing that you almost expect a centerfold to come out of it! The material in lessons one through 10 could be used for a health unit. Subjects covered in these 10 chapters are: foods and correct eating habits; the circulatory system; the respiratory system; the five senses of the human body; bones; muscles and physical exercise (the need for it). In the text there are not so many helpful hints to the teacher as in the other two (which I

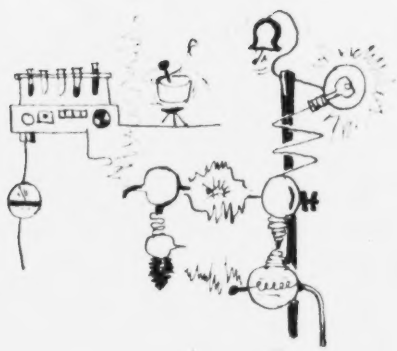
will point out later), but this could be an advantage to a very creative teacher. Such things as class discussions (magic circle type), demonstrations (by teacher and/or pupils), and teacher-made worksheets are some suggestions for this unit. In discussing parts of the body, etc., worksheets could be made which the children could label and color. Children at this age love to involve themselves in coloring.

Lessons 11 to 29 deal with the animal kingdom. Again, here is an excellent example of a unit by itself. If you are inclined to dealing sporadically with science in your classroom, it would not be necessary to stay with the entire book the whole year. Pick out that which you want to use with your class and move on to other subjects! Excellent illustrations are included in this section. Hey, how about utilizing an art lesson also from this unit? A child could draw the animal of his choice (Great examples of these animals are included in the book.) and then write what he knows about the animal. The entire section on the animal kingdom is divided into such subjects as: animals helpful to man; animals harmful to man; animals which give their skin to man (Shades of ecology!); and products from animals. Some activities which would be great with this unit would include such things as: a visit to a natural history museum, having the children put the various animals in the categories mentioned above; a visit to a zoo with the children doing the same thing; and maybe just a trip around the school with the children looking for those animals which would be helpful and those which would be harmful (excluding, of course, the custodian and the principal). Some great arguments and/or discussions could come up when the class attempts to divide animals into these two categories. Where would the dog go? One child who has one at home who brings in the paper every day might say that the dog is helpful. But, alas, a mailman might see this somewhat differently. How about a visit to the local food market? The children could look over all the products within and categorize them according to animal products and non-animal products. There could be an endless number of uses and activities from this unit. A great chance for a creative mind--and a great chance to get out of that classroom for some fresh air!

Lessons 30 to 44 include the plant kingdom. This unit is broken down much the same way as the animal kingdom unit: helpful, harmful, and useful plants; also the products derived



The entire section on the animal kingdom is divided into such subjects as: animals helpful to man; animals harmful to man...



from plants. Activities for this unit could be much the same as those mentioned for the animal kingdom, only the emphasis would be on plants. A good homework assignment: the child goes home and makes a list of all those products in his home which come from either plants or animals (depending on which unit you are studying). You'd be surprised what interesting objects he might name! Or on second thought, if you have taught and dealt with fourth-grade children, maybe you wouldn't be surprised at all.

Many have visions of setting themselves up in a Dr. Frankenstein atmosphere prior to conducting demonstration lessons.

Lessons 45 to 53 cover very complex subjects in a very small number of pages. I would suggest that if this section is used it should be used as introductory or supplementary material. The subjects covered need much more detail than any of the three texts give it. The subjects include: earth and the universe (See what I mean?); minerals and their uses; valuable and useful minerals; relation of earth to sun (including seasons, etc.); and, last but not least, simple machines (which are covered very, very briefly and could be a single unit if expanded).

The text Ciencias Naturales, Visualizadas, 4° Grado (Caracas: Colegial Bolivariana, 1970) by Jesús González Mendoza and Jesús Manuel Velasco Díaz ($2.80) has the units in much the same order as the text just discussed, with very excellent illustrations. The reading, however, is on a higher level than the Hernández text. Not only is the vocabulary a bit more difficult; the print is smaller. Two features of this text are the two sections at the end of each chapter entitled "Resume y Estudia" and "Piensa y Contesta." The first summarizes all that was covered in the previous chapter for the child to review, and the second part has questions for the child to answer (In this way he tests his knowledge of the chapter.). The majority of questions asked, by the way, are open-ended, which is a great way of beginning a class discussion. Many class projects could begin from these questions also. An infinite number of things could be done by a creative and enthusiastic teacher. If these qualities do not happen to be included in your personality make-up, then I suggest you go into hauling nitroglycerine for a living--it would be less nerve-wracking!

Ciencias de la Naturaleza, 4° (Maracaibo: Belloso Rossell, 1971) by Víctor M.

Valecillo ($2.04) meets the same criteria of excellent illustrations and interesting units of study. The sections are divided much the same way (health, animals, plants, etc.); however, at the end of each chapter in this text you will find three helpful sections. These sections are entitled: "Ejercicio Verbal o Escrito" (This section tests the child on what he knows about the chapter.); "Vocabulario" (This section, I feel, should come at the beginning of each chapter, but you may use it as you see fit, possibly as a review after having gone over the words and their usage in context.); "Actividades y Surgerencias" (In this section there are suggested activities for the individual student or for the entire class, also suggestions for the teacher to use as follow-up for the chapter studied.).

As you have gathered, not much material would be necessary for conducting these science lessons; however, this would depend on how much in depth you, as a teacher, would want to go. You could either have the bare minumum in material or you could go to the extremes of the Dr. Frankenstein laboratory.

The book I would highly recommend for use as a workbook would be Ciencias Naturales, Enseñanza Globalizada, Cuarto Año Básico (Santiago: Universitaria, 1969) by Natalio Glavic, Luis Capurro, Marta Lara, and Gumercindo Revuelta ($ .67). This book could be the child's own book. It is inexpensive enough to be an expendable item. Activities and subjects covered could be used in conjunction with the aforementioned texts, or it could be used by itself. The book includes great illustrated science activities for individuals, groups, or the entire class. Subjects covered include: the principle of electricity (elementary approach), molecules and atoms (well-illustrated, and the items for activities would be easy to acquire), cell structure, air and water, plant and animal life, earth and space study.

An infinite number of things could be done by a creative and enthusiastic teacher.

The brief summaries of the books mentioned are intended merely to whet your appetite for using them to teach science in Spanish. They are by no means attempts to give specific descriptions of the units covered in these books, but, rather, a means of informing you briefly of what is available. The gathering of the specifics I leave to you, the teacher. ¡Buena suerte!

Other Recommended Materials Similar To The Ones Reviewed In This Issue

Fourth-Grade Language Arts

Alvarez, A.
Herrero, C.
Lenguaje, Cuarto Curso
Valladolid: Miñón, 1966
96pp. col. illus.
Price $ .95

Casado Morillo, Lisardo
Conquista del Lenguaje, Cuarto Nivel
Madrid: Magisterio Español, 1971
71pp. col. illus.
Price $ .89

De Diego, A.
López, Ma. C.
Tuson, J.
Consolido; El Lenguaje, Cuarto Curso
Barcelona: Vicens-Vives, 1972
111pp. col. illus.
Price $4.35

Echevarría, S.
Ministral, J. Ma.
Lenguaje en Acción, Cuarto Curso
Barcelona: Vicens-Vives, 1972
127pp. col. illus.
Price $3.38

Lengua Nacional
Madrid: Santillana, 1972
320pp. col. illus.
N.p.

Nuestra Lengua, Cuarto Curso
Salamanca: Anaya, 1972
103pp. col. illus.
Price $2.00

First-Grade Readers

Alvarez Pérez, Antonio
Lecturas Escolares, Primer Curso
Valladolid: Miñón, 1969
77pp. col. illus.
Price $ .63

Artigot Ramos, Manuel
García Zabaco, Pelayo
A Toda Vela, Método de Iniciación a la Lectura
Zaragoza: Luis Vives, 1971
Price $1.47 text
$1.05 worksheets
$ .10 workbooks (3)

Bilbao, Begoña
Mis Lecturas, Primer Curso
Burgos: Hijos de Santiago Rodríguez, 1970
70pp. col. illus.
Price $1.05

Farolito, Libro de Lectura Inicial
Madrid: Edilux, 1966
112pp. col. illus.
Price $1.28

González Soler, Antonio
Soler Fierrez, Eduardo
Serie Toño y Dora
Salamanca: Anaya, 1971
62pp. col. illus. text
39pp. col. illus. workbooks (2)
Price $1.05 text
$ .48 ea. workbooks

Lecturas: Cuentos
Madrid: S.M., 1969
128pp. col. illus.
Price $1.05

Navarro Higuera, Juan
Cu-Cu, Método para la Enseñanza de la Lectura
Barcelona: Miguel A. Salvatella, 1967
14-16pp. col. illus.
Price $ .33 precartilla
$ .36 1a, 2a, 3a partes

Pérez Espinos, Luis
Libro Primero de Lectura, Colección Sembrador
Madrid: Escolares, 1970
89pp. col. illus.
Price $1.05

Sonata, Libro de Lectura, Primer Curso
Madrid: Santillana, 1969
71pp. col. illus.
Price $ .95

Fourth-Grade Science

Arrechea Rodríguez, Elio
Nuestro Mundo 4
Guatemala: Cultural Centroamericana, 1970
224pp. col. illus.
Price $3.80

Costa Pau, Rosa
Experiencias, Cuarto Curso
Barcelona: Casals, 1971
Unp. col. illus.
Price $3.78

Rey, Luis
Ciencias, Estudio de la Naturaleza, 4
Bilbao: Vasco Americana, n.d.
203pp. col. illus.
Price $2.40

Field-Testing Favorites

By Ann Kern

In the first issue of Materiales en Marcha we featured three of the 12 sets of books and charts that have emerged as the favorites in our field-testing effort so far. This issue will include information on three more: Cuentos Inmortales (Bilbao: Vasco Americana, 1962-1966); Matemática para la Educación Primaria (Bogotá: Fondo Educativo Interamericano, 1968) by Robert E. Eicholz and others; and Carteles Didactikón (México: Fernández, n.d.).

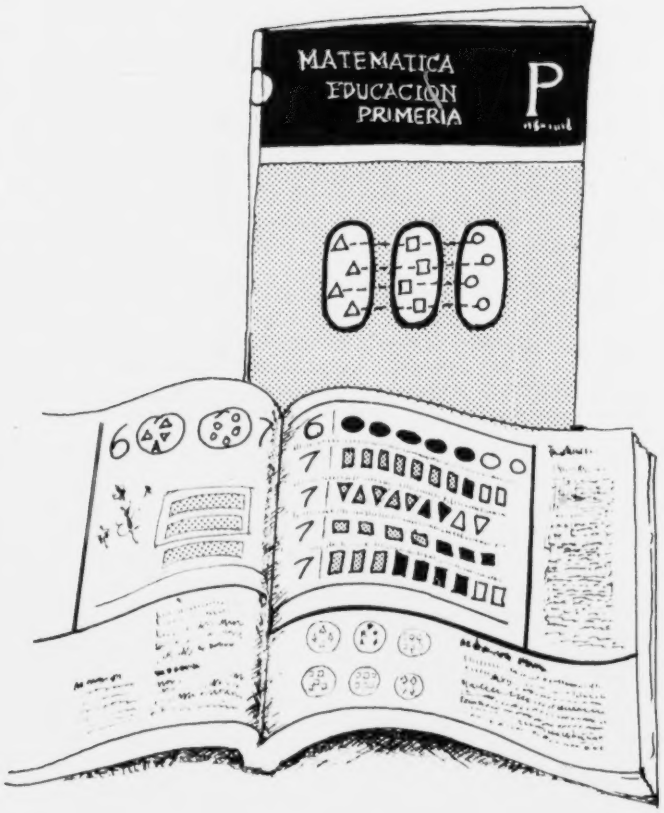
Cuentos Inmortales, a set of 12 storybooks, was field-tested by the Region XIII Education Service Center in Austin, Texas, on the first- through third-grade levels. Two stories are told in each book, and the titles of all the stories in the entire series are "Caperucita Roja," "Blanca Nieves," "Los Tres Cerditos y el Lobo," "El Gatito Marramiau," "Chanchito el Volador," "El Patito Encantado," "La Ternerita Mee," "Aventuras de un Osito," "El Cuento de la Vaca," "Conejito el Cazador," "El Castillo Misterioso," "Ricitos de Oro," "Pulgarcito," "El Patito Feo," "La Casita de Chocolate," "Los Cuatro Músicos," "El Sastrecillo Valiente," "Alicia en el País de las Maravillas," "Don Perrito Explorador," "El Lobo y los Siete Cabritos," "Los Dos Valientes," "Pinocchio," "Los Niños Voladores," and "La Astucia de Gallinita." Each volume costs $3.00

Margaret Groves cataloged the physical characteristics of this set as follows: sturdy binding and pages; light weight; colorful illustrations. She said that the books are "light enough to hold up for a long time. The pages are large enough so that they are easy to turn. All of the students can see the pictures because they are big and colorful."

Estela Reyes remarked that the books appeared to be appropriate for her second-grade class, which likes "suspense, excitement, and happiness, which are all the characteristics" of the stories. Edelmira Sáenz added, "Animal stories with human characteristics are very popular...." She also stated, "Stories that bring out poverty or rejection have an appeal to these children. Could it be that they might be familiar with these situations?" Lynn Ceyanes read the stories to her entire class, after which "questions were asked on the content. When I found that many had not understood the stories, I told the stories in my own words. After hearing them this way they could enjoy the story..... The print size enabled some students to read the story silently as I read it aloud."

Matemática para la Educación Primaria, a set of preschool through sixth-grade texts and teacher guides, was field-tested by the Bay Area Bilingual Education League (BABEL) on the first-grade level. These texts and guides are Spanish versions of Elementary School Mathematics, published by Addison-Wesley Publishing Company of Reading, Massachusetts. E. Montesinos found their physical characteristics "excellent" and their format "good" and felt that they "can be used without any problems." He said his students "enjoy the book." Although Mirta Tirado thought the vocabulary was too advanced, she considered it "very colorful" and said it contained "interesting exercises." The texts cost $1.50-$2.50; the guides, $3.95-$5.95.

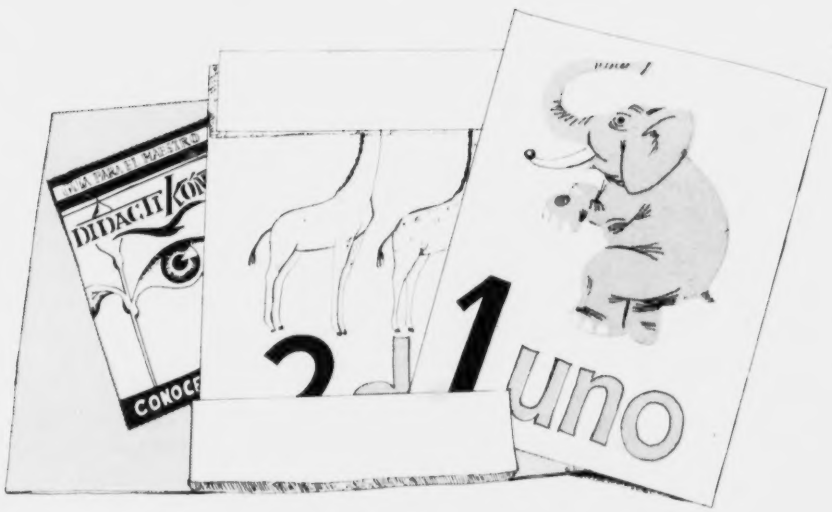
Carteles Didactikón, nine



sets of charts on arithmetic and science, were field-tested in Los Nietos, California, on the kindergarten level. Six of the sets are on science for primary grades. Their subjects are "Cielo y Tierra," "Aire y Tiempo," "Luz y Sonido," "Magnetismo y Electricidad," "Química Elemental," and "Mundo Animal." Three of the sets are on arithmetic for the primary grades. They are "Concepto de Números," "Correlaciones Numéricas," and "Medidas y Formas."

Thea Kalthoff commented, "Pictures are attractive and interesting to a young child. The prints are a

"Stories that bring out poverty or rejection have an appeal to my children."



good size to work with; pictures are large, and prints are not too large for children to hold and examine." She continued, "We did much follow-up and did a complete study, experiments, etc., in connection with the prints." Jean Reese remarked that the pictures were "good for visual explanation" and that "Boys and girls liked the children in the pictures." Dorothy García's children "enjoyed the prints very much; they used them with the teacher's explanation, as well as by themselves as a group." Each set of charts costs $1.44.

MAILING LIST FORM

If you would like us to add your name or that of an associate to the mailing list for Materiales en Marcha, please fill out the following form and mail it to Ann Kern at MAP:

NAME _____

NUMBER AND STREET _____

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Three major factors have reinforced national interest in bilingual-bicultural education in recent years. The first is a growing public awareness that every young person should be given the opportunity to converse in one or two languages in addition to his native tongue. A second factor is the proposition now being given credence among many educators that children whose native (home) language is not English, learn best when their primary learning experiences in school are undertaken in the mother tongue, and that success in the educational process for these children demands concurrent intellectual growth with the pupil's progress in the learning of English. A third factor of significant impetus is the international dimension of modern education which has been brought about by the advancement of technology and political awareness which continue to lessen the distance between people and continents.

J.W. Edgar
Texas Commissioner of Education

The Distributors

We are pleased to be able to report that the distributors we recommend continue increasing their efforts to expand their services and make them more effective. We hope the successes they are going to attain also result in price reductions.

All the distributors with whom we have had contacts regularly are enlarging the quantities of materials they stock, which enables them to fill orders faster. As they ascertain that certain books or visuals are beginning to be ordered often, they start to maintain large stocks. They have also been stocking new materials which they expect to be in demand.

They are coordinating their activities more closely with those of publishing companies abroad, and some of them have already made arrangements to receive samples of new materials automatically. In turn, the distributors send us samples and catalogs from these publishing companies.

As our readers will confirm from the list of distributors we publish, two Spanish publishing companies have established their own distributorships in this country.

At least one distributor has started to consolidate his orders in such a way that various publishing companies make simultaneous shipments via the same carrier at reduced freight rates. This is one example of what can be accomplished to reduce prices as the demand increases for instructional materials written in Spanish and Portuguese.

We recommend to our readers that, if possible, they visit one of the distributors. We want to receive their opinions regarding them. Likewise, if they place orders, we would want them to indicate to us what they think of the service they receive. These distributors form a very important part of the effort to provide materials in Spanish and Portuguese for bilingual-bicultural classes.

Las Distribuidoras

Nos complace poder relatar que las distribuidoras que recomendamos continuan incrementando sus esfuerzos por extender sus servicios y hacerlos más efectivos. Esperamos que los éxitos que van logrando resulten también en rebajas de precios.

Todas las distribuidoras con las cuales con regularidad hemos tenida contactos están aumentando las cantidades de materiales que almacenan, lo cual les permite surtir órdenes con mayor rapidez. A medida que determinan que ciertos libros o visuales van a ser ordenados con frecuencia, los empiezan a mantener almacenados en cantidad. Pero también van almacenando materiales nuevos que la experiencia les indica que tendrán demanda.

Sus relaciones con editoriales del extranjero se van estrechando y ya se dan casos en que han hecho arreglos para recibir muestrarios automáticamente de los materiales nuevos que se van produciendo. A su vez las distribuidoras nos mandan muestras y catálogos de estas editoriales.

Como nuestros lectores verificarán por la lista de distribuidoras que publicamos, dos editoriales de España han establecido sus propias distribuidoras en este país.

Por lo menos una distribuidora ha empezado a consolidar sus pedidos, de tal forma que varias editoriales hacen envíos simultáneos usando al mismo transportador a fletes rebajados. Este es un ejemplo de lo que se puede lograr para rebajar precios a medida que crece la demanda de materiales de enseñanza escritos en español y en portugués.

Les recomendamos a nuestros lectores que si les es posible visiten a una de las distribuidoras. Queremos recibir sus opiniones acerca de ellas.

Asimismo, si hacen pedidos, quisiéramos que nos indicaran lo que piensan del servicio que reciben. Estas distribuidoras forman parte muy importante del esfuerzo por suministrar materiales en español y en portugués a clases bilingües-biculturales.

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San Juan, Puerto Rico 00936
723-8950

Cultural Puertorriqueña - specialists in puerto Rican materials
Avenida Fernández Juncos 1406
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Box 8863, Fernández Juncos Station
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MATERIALS ACQUISITION PROJECT'S MISSION is to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries.